

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



EL TOYON SCHOOL
2000 E Division Street · National City, CA 91950
(619) 336-7400 · Fax (619) 336-7455
Principal, William Mellman
www.nsd.us
CDS Code • 37682216038749



About This SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

El Toyon is located in National City, fifteen minutes south of downtown San Diego, California. Built in 1952, El Toyon Elementary serves approximately 500 students in grades kindergarten through sixth grade.



School's Mission Statement and Core Values

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

We, the staff of El Toyon, provide a caring, positive, and challenging educational environment for our students while building character, responsibility, and pride. As a result, we will motivate students to become life-long learners, independent thinkers, problem solvers, and productive members of society.

Message from Principal, William Mellman

At El Toyon School, we believe that children deserve the best education possible. We hold strong beliefs about the importance of educating our students and providing them with an inspiring, safe, and challenging environment. Our staff strives for excellence in all areas, and is motivated to support, nurture and provide our students with high quality education in the core areas of reading and math; we believe our students will not succeed in life without those crucial skills! We also believe that the elementary school years are the ideal time to lay a strong foundation in the arts, social

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

Brian Clapper,
Board President
Maria Dalla, Board Clerk
Bárbara Avalos, Member
Maria Betancourt-Castañeda, Member
Alma Sarmiento, Member

ADMINISTRATION

Christopher Oram, Ed.D.
Superintendent
Paula Jameson-Whitney
Assistant Superintendent
Educational Services
Chris Carson
Assistant Superintendent
Business Services
Cynthia Frazee
Assistant Superintendent
Human Resources

Table of Contents

Enrollment- Grade & Group	2
Teachers	2
Adopted Textbooks	2
Instructional Program	3
School Facilities	3
CAASPP Results – All	4
CAASPP Results – ELA	5
CAASPP Results – Math	7
CST Results – Science	9
Parent Participation	10
Class Size	11
School Finances	12
Professional Development	12

School Accountability Report Card

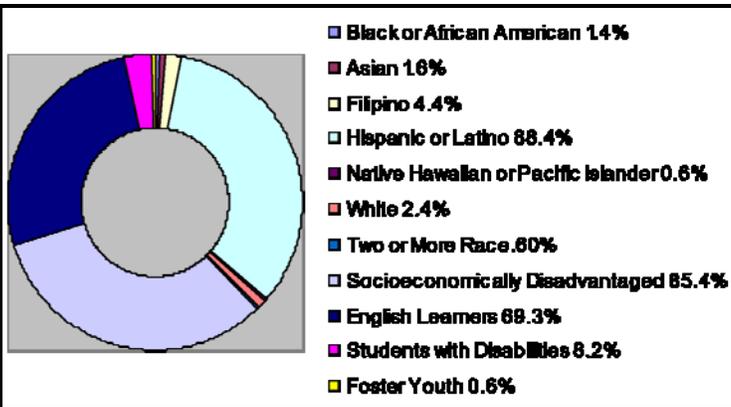
studies, science, physical education, and character education. Our teachers continue to refine their teaching practices through data team collaborations and incorporating Common Core Standards into their everyday lessons. Additionally, we understand that we cannot succeed without the support of our families and community members. We take pride in working alongside our families and community members to ensure that we do everything we can to help our students have a memorable and meaningful elementary education.

School Enrollment by Grade Level 2014-15

Grade Level	Number of Students
Kindergarten	70
Grade 1	63
Grade 2	70
Grade 3	69
Grade 4	80
Grade 5	76
Grade 6	67
Total Enrollment	495



Student Enrollment by Group 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	18	23	20	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (With full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013 2014	2014 2015	2015 2016
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	D.L. Achieve - Systematic ELD	2014/2015	0%

El Toyon Elementary School



Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals program.



1. Alignment of curriculum, instruction and materials to content and performance standards:

El Toyon Elementary has worked with the National School District to align curriculum, instruction, and materials closely to a standards-based system. Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include OARS Interim exams, Common Core Performance Tasks, Renaissance's STAR Reading/Math, DIBELS/IDEL, EnVision Math, Learning Headquarters, SELD placement and ongoing assessments, and RESULTS/District tests. Instructional Sequence Guides are provided from the district for each grade level (K-6) in language arts and mathematics. Students in grades three through six take the CAASPP test each year.

2. Availability of standards-based instructional materials appropriate to all student groups:

El Toyon Elementary utilizes standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The Houghton-Mifflin *Reading A Legacy of Literacy* and the EnVision Math programs comprise the publisher. The Houghton-Mifflin *Reading A Legacy of Literacy* in Spanish is utilized to meet the needs of students in the Kindergarten – 2nd grade bilingual program. English Language Development (ELD) in all grades is addressed through the use of *Systematic English Language Development* (SELD) program. Additionally, El Toyon provides our English Learners who are at a beginning to low intermediate level with a computer program called Imagine Learning English. Imagine Learning English provides a research-based language acquisition curriculum specially

designed to meet the needs of English language learners. Pearson's *SuccessMaker* software suite also supports the standards-based curriculum at El Toyon Elementary both in the classrooms and in a lab setting. *SuccessMaker* provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD), and *Imagine Learning* provides ongoing assessment and targeted instruction in speaking, listening, reading, and writing English. These programs all facilitate learning of Common Core Standards.



School Facility Conditions & Planned Improvements— Most Recent Year

El Toyon's main campus was built in 1952. Since our opening the following major renovations or improvements have been addressed:

- 2006—Relocatables were added to replace existing relocatable and added for a new Parent Center
- 2007—Promethean Boards (interactive whiteboards) installed in every classroom
- 2007—Dirt field was sodded and a backstop and soccer goals were installed
- 2007—Audio and visual equipment upgraded in auditorium
- 2007—Electronic Marquee installed
- 2010—New portable air conditioners installed in classrooms
- 2011—New garden/play area for kinder and pre-school
- 2012—Upgraded all desktop computers and replaced older desktops with laptops
- 2013—Purchases 33 laptops for our new mobile computer lab
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment

El Toyon has 21 classrooms, and one classroom in a relocatable building.



Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

School Accountability Report Card

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.



School Facility Good Repair Status — Most Recent Year

System Inspected Most recently completed school site inspection done on September 23, 2015 to determine the school facility's good repair status. (No deficiencies were found)	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer		X			
Interior: Interior Surfaces -		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences		X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], and Science California Standards Tests).



California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	25%	36%	44%
Mathematics (grades 3-6)	18%	25%	33%

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

El Toyon Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	67	94,4%	49,0%	27,0%	19,0%	4,0%
Male	71	39	54,9%	64,0%	23,0%	13,0%	0,0%
Female	71	28	39,4%	29,0%	32,0%	29,0%	11,0%
Negro o afroamericano	71	1	1,4%	-	-	-	-
Asian	71	5	7,0%	--	--	--	--
Filipino	71	3	4,2%	--	--	--	--
Hispanic or Latino	71	54	76,1%	50,0%	30,0%	19,0%	2,0%
Native Hawaiian or Pacific Islander	71	1	1,4%	--	--	--	--
White	71	2	2,8%	--	--	--	--
Two or More Races	71	1	1,4%	--	--	--	--
Socioeconomically Disadvantaged	71	61	85,9%	51,0%	26,0%	20,0%	3,0%
English Learners	71	41	57,7%	61,0%	34,0%	2,0%	2,0%
Students with Disabilities	71	4	5,6%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	81	98,8%	46,0%	31,0%	17,0%	6,0%
Male	82	37	45,1%	57,0%	30,0%	8,0%	5,0%
Female	82	44	53,7%	36,0%	32,0%	25,0%	7,0%
Filipino	82	3	3,7%	--	--	--	--
Hispanic or Latino	82	75	91,5%	45,0%	32,0%	16,0%	7,0%
Native Hawaiian or Pacific Islander	82	1	1,2%	--	--	--	--
White	82	1	1,2%	--	--	--	--
Two or More Races	82	1	1,2%	--	--	--	--
Socioeconomically Disadvantaged	82	75	91,5%	49,0%	31,0%	15,0%	5,0%
English Learners	82	41	50,0%	61,0%	32,0%	7,0%	0,0%
Students with Disabilities	82	8	9,8%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	77	75	97.4%	52.0%	24.0%	16.0%	8.0%
Male	77	41	53.2%	54.0%	22.0%	15.0%	10.0%
Female	77	34	44.2%	50.0%	26.0%	18.0%	6.0%
Black or African American	77	1	1.3%	--	--	--	--
Filipino	77	5	6.5%	--	--	--	--
Hispanic or Latino	77	68	88.3%	54.0%	25.0%	13.0%	7.0%
White	77	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	77	61	79.2%	56.0%	28.0%	15.0%	2.0%
English Learners	77	29	37.7%	83.0%	17.0%	0.0%	0.0%
Students with Disabilities	77	14	18.2%	86.0%	7.0%	0.0%	7.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	33.0%	39.0%	26.0%	2.0%
Male	67	38	56.7%	26.0%	47.0%	24.0%	3.0%
Female	67	28	41.8%	43.0%	29.0%	29.0%	0.0%
Black or African American	67	2	3.0%	--	--	--	--
Asian	67	1	1.5%	--	--	--	--
Filipino	67	3	4.5%	--	--	--	--
Hispanic or Latino	67	59	88.1%	37.0%	37.0%	24.0%	2.0%
White	67	1	1.5%	--	--	--	--
Socioeconomically Disadvantaged	67	57	85.1%	39.0%	35.0%	25.0%	2.0%
English Learners	67	21	31.3%	76.0%	19.0%	5.0%	0.0%
Students with Disabilities	67	6	9.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

El Toyon Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	67	94.4%	30.0%	42.0%	21.0%	7.0%
Male	71	39	54.9%	46.0%	36.0%	13.0%	5.0%
Female	71	28	39.4%	7.0%	50.0%	32.0%	11.0%
Black or African American	71	1	1.4%	--	--	--	--
Asian	71	5	7.0%	--	--	--	--
Filipino	71	3	4.2%	--	--	--	--
Hispanic or Latino	71	54	76.1%	31.0%	46.0%	17.0%	6.0%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	2	2.8%	--	--	--	--
Two or More Races	71	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	71	61	85.9%	30.0%	43.0%	21.0%	7.0%
English Learners	71	41	57.7%	41.0%	41.0%	12.0%	5.0%
Students with Disabilities	71	4	5.6%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	80	97.6%	36.0%	51.0%	8.0%	5.0%
Male	82	37	45.1%	46.0%	46.0%	3.0%	5.0%
Female	82	43	52.4%	28.0%	56.0%	12.0%	5.0%
Filipino	82	3	3.7%	--	--	--	--
Hispanic or Latino	82	74	90.2%	35.0%	51.0%	8.0%	5.0%
Native Hawaiian or Pacific Islander	82	1	1.2%	--	--	--	--
White	82	1	1.2%	--	--	--	--
Two or More Races	82	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	82	74	90.2%	39.0%	51.0%	7.0%	3.0%
English Learners	82	41	50.0%	54.0%	44.0%	2.0%	0.0%
Students with Disabilities	82	8	9.8%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	77	75	97.4%	57.0%	25.0%	13.0%	4.0%
Male	77	41	53.2%	59.0%	20.0%	20.0%	2.0%
Female	77	34	44.2%	56.0%	32.0%	6.0%	6.0%
Black or African American	77	1	1.3%	--	--	--	--
Filipino	77	5	6.5%	--	--	--	--
Hispanic or Latino	77	68	88.3%	60.0%	25.0%	12.0%	3.0%
White	77	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	77	61	79.2%	61.0%	26.0%	11.0%	2.0%
English Learners	77	29	37.7%	79.0%	14.0%	7.0%	0.0%
Students with Disabilities	77	14	18.2%	93.0%	0.0%	7.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	36.0%	47.0%	9.0%	8.0%
Male	67	38	56.7%	18.0%	63.0%	13.0%	5.0%
Female	67	28	41.8%	61.0%	25.0%	4.0%	11.0%
Black or African American	67	2	3.0%	--	--	--	--
Asian	67	1	1.5%	--	--	--	--
Filipino	67	3	4.5%	--	--	--	--
Hispanic or Latino	67	59	88.1%	39.0%	47.0%	5.0%	8.0%
White	67	1	1.5%	--	--	--	--
Two or More Races	67	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	67	57	85.1%	40.0%	42.0%	9.0%	9.0%
English Learners	67	21	31.3%	67.0%	29.0%	0.0%	5.0%
Students with Disabilities	67	6	9.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

El Toyon Elementary School

California Standards Tests for All Student Groups in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	31%	26%	38%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	38%
Male	45%
Female	30%
Filipino	0%
Hispanic or Latino	35%
Socioeconomically Dis-advantaged	32%
English Learners	15%
Students with Disabilities	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education.



California Physical Fitness Test Results - 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	6.6%	7.9%	15.8%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Accountability Report Card

C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.



Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: **Xochitl Mercado**
Phone Number: **(619) 336-8052**

- Accelerated Reader Picnics
- *Monthly* Family Reading Fridays
- *Parent* Workshops
- Room Parents
- CST Award Recognition
- *Electronic Marquee*
- *Weekly* phone calls, emails, and texts to families for important updates
- *Peachtree communication*: Paperless information for parents
- End of Awards Ceremony
- Family Math Night
- Family Movie Night & Family Dance Night
- The Parent Education classes
- Parent Teacher Organization (PTO)
- Parent Volunteer Workshop
- Welcome Back BBQ
- Monthly coffee with the principal
- PeaceBuilders
- School Newsletters
- Spring Festival
- Student of the Month Assemblies
- Talent Show

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority:

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measure on the sense of safety.

School Safety

Everybody Working Together



School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- PBIS; Positive Behaviors Intervention Systems
- PeaceBuilder program
- Academic/Citizenship Recognition
- Accelerated Reader
- Designated English Language Development (ELD) time throughout all grade levels
- Data team meetings for each grade level (every 2 weeks)
- Enrichment wheel for students (art, music, PE)
- Homework Policy
- Intramurals (Soccer)
- Mandatory School Uniforms
- Promethean Boards (interactive whiteboards) in every classroom
- School Peace Patrol
- UCSD Mentors
- Spirit Days to promote school pride
- Student Council
- Technology Upgraded
- Visual and Performing Arts
- Computer coding classes for GATE students and for all students after school
- Temperature controlled classrooms
- Comprehensive library with full-time librarian, connected to National City Public Library

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.5%	4.9%	2.0%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

El Toyon Elementary School

D. Other SARC Information: The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate—English Language Arts	Yes	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes	Yes
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes



Academic Counselors & Other Support Staff 2014-15

Title	FTE*
Adaptive P.E. Specialist	1.0 (district)
Counselor (Social Behavior)	0.5
Impact Teachers	1.0
Instructional Assistants—Special Education	2.0
Language Arts Specialist	1.0 (school)
Library Media Services Staff (paraprofessional)	1.0(full time)
Nurse/Medical Assistant	1.0 (district)
Psychologist	0.6
Resource Specialist (Non-teaching)	1.0
Speech/Language/Hearing Specialist	0.4

Federal Intervention Program 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2012-13	2011-12
Year in Program Improvement*	N/A	Year 3
PI Exit Year	2014-15	N/A
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		80.9%

*One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	3			21.0	2	1		23.0		3	
1	21.0	2	1		23.0			3	21.0	2	1	
2	20.0	1	3		23.0		3		23.0		3	
3	22.0		3		20.0	4			23.0		3	
4	29.0		2		33.0			2	27.0		3	
5	33.0		1	1	31.0		2		33.0		2	
6	26.0	1		2	33.0		2		32.0		2	
Other					13.0	1			13.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,382	\$606	\$4,776	\$69,714
District			\$4,571	\$67,358
Percent Difference-School Site and District			4%	3%
State			\$5,348	\$72,993
Percent Difference-School Site and State			11%	4%

Types of Services Funded - Fiscal Year 2014-15

In addition to the State General Fund, National School District receives state and federal funding for categorical, special education, and other support programs.

Funding Source	Allocation
Title I with PI School	\$104,299
LCFF ¹ /EIA ² -SCE ³	\$55,277
LCFF/EIA-LEP ⁴	\$92,111
Total	\$251,687

- ¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Most Recent Year

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Team collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator.

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/ca/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,960	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary (Elementary)	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42.0%	41.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

